

**KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY**

***KENTUCKY STANDARD  
FOR  
WORLD LANGUAGE PROFICIENCY***

# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY



Photo from the Kentucky Cabinet for Economic Development website ThinkKentucky.com.

# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

## Acknowledgments

The Kentucky Department of Education would like to acknowledge and thank the following organizations and individuals for their contribution to the revision of the 2013 Kentucky standard document for world languages.

**American Council on the Teaching of Foreign Languages (ACTFL), the National Council of State Supervisors for Languages (NCSSFL) and the LinguaFolio® Alignment Project committee.**

ACTFL executive director, Marty Abbott, sponsored the LinguaFolio® Alignment Project as part of ACTFL's national standards refreshment plan. The LinguaFolio® Alignment Project committee, chaired by Dr. Elvira Swender, director of ACTFL's Professional Programs, and Jacqueline Van Houten, chair of NCSSFL's LinguaFolio Committee, rewrote the LinguaFolio® Can Do statements that had previously served as the basis for the Kentucky Standard for World Language Proficiency. The new NCSSFL/ACTFL statements are now aligned with the ACTFL Proficiency Guidelines and the national World Readiness Standards for Learning Languages (<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>), and serve as benchmarks, indicators and learning targets in the 2013 Kentucky Standard for World Language Proficiency.

### **South Carolina Department of Education**

Ruta Couet, South Carolina World Language Consultant, collaborated with the Kentucky Department of Education in every aspect of the revision of the standard document.

### **The Kentucky World Language Association**

Members of the Kentucky World Language Association board of directors and many volunteer teachers reviewed the standards document.

# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

## Interculturality

The need for language competence in a global society touches every sector of life. From career preparation in an international workforce to citizen diplomacy and national defense to one's role in a social or virtual community, communication across cultures is the key. Learners today must have the linguistic proficiency to communicate with global audiences, insight into the cultural perspectives that shape those audiences, and the ability to behave appropriately in a variety of cultural contexts. The following series of can-do statements organized around the language proficiency levels (*2012 ACTFL Proficiency Guidelines*) guide learners in their development of such linguistic and intercultural competences.

Intercultural competence, therefore, is the demonstration of interaction between the use of language skills and cultural knowledge. The national *World Readiness Standards for Learning Languages* highlights the need for learners to understand the relationship between a culture's perspectives and its products and practices. A culture's perspectives reflect the values, beliefs and attitudes of its people. Through contact with products (i.e., monuments, laws, music, etc.) developed by a culture and practices (eating habits, shopping behaviors, use of space, etc.) demonstrated by its people, we come to understand the perspectives (i.e., values, attitudes, beliefs, etc.) of a people.

Demonstrating intercultural competence requires both the ability to use the language and behave appropriately in cultural contexts. This may be particularly challenging for learners in the early stages of language learning who may not have the linguistic skill to address cultural perspectives in the language of study. It is the responsibility of all those who facilitate language learning be they teachers in FLES, immersion, middle/ high school, virtual or after-school programs, to provide opportunities for learners to experience language and culture together. Learners and educators must recognize that language and culture are inseparable. This requires the near exclusive use of the language of study. Thus, as language proficiency grows, so will intercultural competence.

Just as the proficiency level can-do statements of novice, intermediate, advanced, and superior are cumulative in nature for language competencies, they are cumulative for intercultural competencies as well. Learners demonstrate evidence of novice-level competencies first, then add evidence of intermediate-level competencies and so forth. They continually add to their repertoire as they move up the proficiency continuum, applying knowledge of products and practices before developing and applying an understanding of perspectives. The interaction of language and cultural competencies thus results in interculturality.

Unlike the language benchmarks and indicators, the interculturality can-do statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated *novice high* language competencies should also be demonstrating the *novice level* interculturality competencies.

Prepared by: Dr. Jacque Van Houten, Kentucky Department of Education

# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

## STANDARD

**Every learner will use a world language, other than English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities.**

**Through learning another language, learners will connect with other disciplines and gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.**

*Summary of World Readiness Standards for Learning Languages*

## CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p><b>1. Interpretive Listening (IL) and Reading (IR)</b></p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p>	<p><b>4. Investigation of Cultural Products and Practices (CPP)</b></p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p>
<p><b>2. Interpersonal Communication (IC)</b></p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p>	<p><b>5. Understanding of Cultural Perspectives (CP)</b></p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p>
<p><b>3. Presentational Speaking (PS) and Writing (PW)</b></p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p><b>6. Participation in Cultural Interaction (CIA)</b></p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

## INTERCULTURAL COMPETENCIES WITHIN THE NOVICE RANGE

<p><b>Learner Benchmark</b> <b>Investigation of Products and Practices</b></p> <p><i>N.CPP</i> <i>I can identify some products and practices of cultures.</i></p>	<p><b>Learner Benchmark</b> <b>Understanding of Cultural Perspectives</b></p> <p><i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i></p>	<p><b>Learner Benchmark</b> <b>Participation in Cultural Interaction</b></p> <p><i>N.CIA</i> <i>I can function at a survival level in an authentic cultural context.</i></p>
<p><b>Learning Indicator</b></p> <p><b>N.CPP.1</b> I can identify some common products related to home and community life of other cultures and my own.</p>	<p><b>Learning Indicator</b></p> <p><b>N.CP.1</b> I can identify some beliefs and values related to age, gender, social class and ethnicity.</p>	<p><b>Learning Indicator</b></p> <p><b>N. CIA.1</b> I can imitate some simple patterns of behavior in familiar settings across cultures.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can identify some geographical features of other countries.</li> <li>• I can identify familiar landmarks.</li> <li>• I can recognize some traditional and popular songs.</li> <li>• I can recognize some similarities and differences between the designs of houses, buildings, or towns.</li> <li>• I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.</li> <li>• I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can sometimes tell the way people address each other differently based on age and social standing.</li> <li>• I can sometimes recognize that appropriate dress is determined by cultural traditions.</li> <li>• I can recognize that gender and age can determine one's role in a family, school, and the workplace.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can imitate appropriate greetings.</li> <li>• I can recognize and imitate table manners.</li> <li>• I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as in a birthday party, New Year's, a wedding, etc.</li> <li>• I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as in a birthday party, New Year's, a wedding, etc.</li> <li>• I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</li> <li>• I can...</li> </ul>

# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p><b>Learning Indicator</b></p> <p><b>N.CPP.2</b> I can identify some common practices related to home and community life of other cultures and my own.</p>	<p><b>Learning Indicator</b></p> <p><b>N. CP. 2</b> I can identify some characteristics of national identity.</p>	<p><b>Learning Indicator</b></p> <p><b>N.CIA.2</b> I can use memorized language and very basic cultural knowledge to interact with others.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can identify some common habits of eating in other cultures.</li> <li>• I can identify some habits of dress in other cultures.</li> <li>• I can express the time and date as locals do.</li> <li>• I can sometimes use the appropriate holiday greeting.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can identify some elements of geography that define a nation.</li> <li>• I can identify symbols that represent a nation.</li> <li>• I can identify the importance of some historical events through their celebration on national holidays and monuments.</li> <li>• I can identify major religions of a nation.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers.</li> <li>• I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation.</li> <li>• I can play a simple board or card game with friends.</li> <li>• I can...</li> </ul>
	<p><b>Learning Indicator</b></p> <p><b>N.CP.3</b> I can identify ways in which cultures are globalized.</p>	<p><b>Learning Indicator</b></p> <p><b>N.CIA.3</b> I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.</p>
	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can identify some similar leisure activities across cultures.</li> <li>• I can identify some similar forms of dress across cultures.</li> <li>• I can identify common fast food restaurants across cultures.</li> <li>• I can identify examples of common technology use across cultures.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can use a city map, GPS, or signs to help me find my way.</li> <li>• I can recognize and imitate how people count and use money in order to make a purchase.</li> <li>• I can follow a team's win-loss record from a Web site.</li> <li>• I can...</li> </ul>

# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

INTERCULTURAL COMPETENCIES WITHIN THE INTERMEDIATE RANGE		
<p><b>Learner Benchmark</b> Investigation of Products and Practices</p> <p><i>I.CPP</i></p> <p><i>I can identify common patterns in the products and practices of a culture.</i></p>	<p><b>Learner Benchmark</b> Understanding of Cultural Perspectives</p> <p><i>I.CP</i></p> <p><i>I can compare familiar cultural beliefs and values.</i></p>	<p><b>Learner Benchmark</b> Participation in Cultural Interaction</p> <p><i>I.CIA</i></p> <p><i>I can interact at a functional level in familiar cultural contexts.</i></p>
<p><b>Learning Indicator</b></p> <p><b>I.CPP.1</b> I can explore and reference current and past examples of authentic cultural products and practices.</p>	<p><b>Learning Indicator</b></p> <p><b>I.CP.1</b> I can describe some basic cultural viewpoints.</p>	<p><b>Learning Indicator</b></p> <p><b>I.CIA.1</b> I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand the main idea and characters of short stories, folk tales, or graphic novels.</li> <li>• I can recognize and reference famous artists and their works.</li> <li>• I can understand the main idea of a movie clip or documentary.</li> <li>• I can talk about a historical figure.</li> <li>• I can have a simple conversation about a festival.</li> <li>• I can summarize the contributions of a culture in a blog or multimedia presentation.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can talk about the individual role of family members and the importance of birth order.</li> <li>• I can give examples that show the importance of academics vs. sports.</li> <li>• I can describe the importance of time vs. money.</li> <li>• I can make simple comparisons about the roles of men and women in society.</li> <li>• I can describe the importance of religion.</li> <li>• I can describe how other cultures view major historical events differently.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can usually accept and refuse invitations in a culturally appropriate way.</li> <li>• I can usually offer and receive gifts in a culturally appropriate way.</li> <li>• I can usually request assistance in a culturally appropriate way.</li> <li>• I can respond in a culturally appropriate way when someone sneezes, toasts, pays me a compliment, etc.</li> <li>• I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, agreeing, etc. when talking with others.</li> <li>• I can...</li> </ul>



# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<p><b>Learning Indicator</b></p> <p><b>I.CPP.2</b> I can compare and contrast some common products of other cultures and my own.</p>	<p><b>Learning Indicator</b></p> <p><b>I.CP.2</b> I can make some generalizations about a culture.</p>	<p><b>Learning Indicator</b></p> <p><b>I.CIA.2</b> I can recognize and refer to elements of traditional and pop culture.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can describe similarities and differences in artwork.</li> <li>• I can have a simple conversation about educational systems.</li> <li>• I can provide basic information about countries' governments.</li> <li>• I can identify similarities among folk tales.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can sometimes identify cultural stereotypes or exaggerated views of a culture.</li> <li>• I can compare some religious beliefs.</li> <li>• I can classify the political beliefs of a nation in simple terms.</li> <li>• I can determine which TV shows and films are popular in a given culture.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can refer to a historical event.</li> <li>• I can describe the outcome in a recent election.</li> <li>• I can talk about the popularity of a hit song.</li> <li>• I can mention the significance of a work of art in conversation.</li> <li>• I can describe the difference between a traditional costume and a fashion trend.</li> <li>• I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>I.CPP. 3</b> I can compare and contrast some behaviors or practices of other cultures and my own.</p>		<p><b>Learning Indicator</b></p> <p><b>I.CIA. 3</b> I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can compare and contrast eating habits.</li> <li>• I can compare and contrast how people buy and sell.</li> <li>• I can compare and contrast how families interact.</li> <li>• I can compare and contrast how people celebrate.</li> <li>• I can compare and contrast how my peers socialize.</li> <li>• I can...</li> </ul>		<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can identify the appropriateness of topics and usually participate in conversations about them when attending a social or family event.</li> <li>• I can sometimes recognize when I have acted or spoken too informally and try to correct it.</li> <li>• I can sometimes recognize when my attempt at humor is misguided.</li> <li>• I can...</li> </ul>

# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

## INTERCULTURAL COMPETENCIES WITHIN THE ADVANCED RANGE

<p><b>Learner Benchmark</b> Investigation of Products and Practices</p> <p><i>A.CPP</i></p> <p><i>I can explain some diversity among the products and practices in other cultures and my own.</i></p>	<p><b>Learner Benchmark</b> Understanding of Cultural Perspectives</p> <p><i>A.CP</i></p> <p><i>I can analyze and explain some cultural perspectives of individuals and institutions within a society.</i></p>	<p><b>Learner Benchmark</b> Participation in Cultural Interaction</p> <p><i>A.CIA</i></p> <p><i>I can interact at a competent level in familiar and some unfamiliar cultural contexts.</i></p>
<p><b>Learning Indicator</b></p> <p><b>A.CPP.1</b> I can explain some of the factors that contribute to why products and practices vary across cultures.</p>	<p><b>Learning Indicator</b></p> <p><b>A.CP.1</b> I can explain how peoples' actions reflect their cultural beliefs.</p>	<p><b>Learning Indicator</b></p> <p><b>A.CIA.1</b> I can comfortably interact and converse with peers and colleagues at school, work, or play.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can explain how cultural factors influence art.</li> <li>• I can explain how popular songs reflect the culture in which they were created.</li> <li>• I can explain how a country's cuisine is influenced by its regional culture.</li> <li>• I can explain how creators of advertisements use elements of culture to market their products.</li> <li>• I can describe the use of cultural elements in filmmaking.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can explain why people place importance on long vacations in some cultures.</li> <li>• I can explain why families in some culture spend more time at meals than others.</li> <li>• I can explain why people hold certain professions in higher regard than others.</li> <li>• I can explain why people arrange marriages in a culture.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can collaborate on a project with peers from another culture.</li> <li>• I can interact appropriately when I am a guest in the home of a friend from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.)</li> <li>• I can engage in social conversations at a sporting event with peers.</li> <li>• I can differentiate between appropriate and inappropriate topics and participate in conversations about most of them.</li> <li>• I can...</li> <li>•</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>A.CPP.2</b> I can analyze how peoples' practices and</p>	<p><b>Learning Indicator</b></p> <p><b>A.CP.2</b> I can explain how social, political, religious,</p>	<p><b>Learning Indicator</b></p> <p><b>A.CIA.2</b> I can interact with people in some situations</p>

# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

behaviors reflect their cultures.	and economic institutions reflect cultural beliefs.	outside of my normal routine.
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can explain why people worship on a certain day(s) of the week.</li> <li>• I can explain why practices of disciplining children differ among cultures.</li> <li>• I can explain some dietary preferences between cultures.</li> <li>• I can explain some voting practices between cultures.</li> <li>• I can explain why some cultures prefer certain sports.</li> <li>• I can sometimes tell the difference between a fashion choice that is personal versus one that is a cultural norm.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can explain why universal health care is provided in some cultures.</li> <li>• I can explain why a country has a democracy instead of a monarchy.</li> <li>• I can explain why certain symbols are found on places of worship.</li> <li>• I can explain how and why business cards are presented.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview.</li> <li>• I can participate in a community service learning project, such as volunteering at a health fair for immigrants.</li> <li>• I can interview someone for a research project or news article.</li> <li>• I can carry on a conversation with someone during a job shadowing experience.</li> <li>• I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>A.CPP.3</b> I can explore topics of personal and professional interest.</p>		<p><b>Learning Indicator</b></p> <p><b>A.CIA.3</b> I can navigate some formal and official procedures.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can look up some facts about the genealogy of my family in other countries.</li> <li>• I can research study or internship opportunities abroad.</li> <li>• I can gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures.</li> <li>• I can research career options and job opportunities in other countries.</li> </ul>		<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can follow the steps to make an online purchase from a foreign Web site.</li> <li>• I can help fill out forms for visas, travel and work permits, and registrations.</li> <li>• I can explain my point of view in a minor legal procedure such as a traffic violation.</li> <li>• I can...</li> </ul>

# KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<ul style="list-style-type: none"> <li>• I can research driving regulations in other countries.</li> <li>• I can...</li> </ul>		
		<p><b>Learning Indicator</b></p> <p><b>A.CIA.4</b> I can understand that a cultural faux pas has occurred and understand how to correct it.</p>
		<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body language.</li> <li>• I can understand why a gift I gave was inappropriate and decide what to give the next time.</li> <li>• I can understand why a comment I made was offensive and decide what to say next time.</li> <li>• I can understand why what I wore was inappropriate and decide what to wear next time.</li> <li>• I can understand why the food I served was not appreciated and decide what to serve next time.</li> <li>• I can write an apology to repair a relationship.</li> <li>• I can...</li> </ul>

## Kentucky Benchmark Statements for Modern Languages

INTERCULTURAL COMPETENCIES			
<b>Investigation of Products and Practices</b>	<p>N.CPP</p> <p>I can identify some products and practices of cultures.</p>	<p>I.CPP</p> <p>I can identify common patterns in the products and practices of a culture.</p>	<p>A.CPP</p> <p>CULTURAL COMPETENCIES</p> <p>I can explain some diversity among the products and practices in other cultures and my own.</p>
<b>Understanding of Cultural Perspectives</b>	<p>N.CP</p> <p>I can identify some basic cultural beliefs and values</p>	<p>I.CP</p> <p>I can compare familiar cultural beliefs and values.</p>	<p>A.CP</p> <p>I can analyze and explain some perspectives of individuals and institutions within a society.</p>
<b>Participation in Cultural Interaction</b>	<p>N.CIA</p> <p>I can function at a survival level in an authentic cultural context.</p>	<p>I.CIA</p> <p>I can interact at a functional level in familiar cultural contexts.</p>	<p>A.CIA</p> <p>I can interact at a competent level in familiar and some unfamiliar cultural contexts.</p>